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ABSTRACT

This paper compares responses of 660 teachers and 3,420 students from 36 schools (23 elementary, 4 middle, 9 secondary), located in 14 rural Tennessee counties, by school level on the Good Schools Survey instruments. Data represent teacher and student perceptions of classroom practices, support services/facilities, commitment, and goal attainment. Results indicate high school teachers were generally less positive about their students, principals, inservice training opportunities, and expectations related to student learning than were elementary and middle school teachers. Middle school teachers were most positive. Approximately 20% of elementary teachers viewed items relating to school operation and administration negatively. Elementary teachers showed more positive attitudes toward student learning, self-worth, acceptance of other cultures, and self-reliance than did secondary teachers. High school teachers appeared most willing to offer help to students with problems and viewed themselves as more open to alternate viewpoints on classroom subject matter than did their students. Elementary students and teachers viewed student-to-student and student-to-teacher interaction more favorably. Secondary students deemed peer relationships to be stronger. Elementary students reflected more positive images of teachers' enjoyment/willingness to work hard. Younger students viewed school work as important and school as a good place to be more than did secondary students. The study data is displayed in eight tables which comprise the bulk of the document. (NEC)

A COMPARISON OF RESPONSES ON THE GOOD SCHOOL SURVEY BY RURAL SCHOOL TEACHERS AND STUDENTS OF MIDDLE TENNESSEE AT THREE SCHOOL LEVELS

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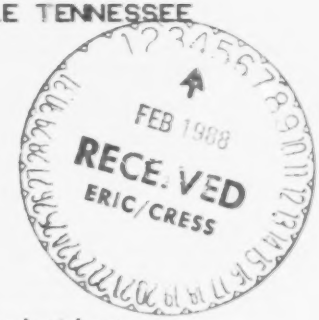

A Research Study Presented
at the 1986 Annual Meeting
of the Mid-South Educational Research Association
in Memphis, Tennessee
November 20, 1986

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A COMPARISON OF RESPONSES ON THE GOOD SCHOOLS SURVEY BY RURAL SCHOOL TEACHERS AND STUDENTS OF MIDDLE TENNESSEE AT THREE SCHOOL LEVELS

INTRODUCTION

The Rural Education Research and Service Consortium (RERSC) at Tennessee Technological University was established in 1984 to facilitate research and service activities of the College of Education faculty in selected rural schools, to provide assistance to faculty desiring to engage in such research and service, and to launch a major research thrust consistent with the provisions of the Comprehensive Education Reform Act of 1984 (CERA) and the national emphasis on effective schools and effective teaching. One of the first goals of the Consortium was the collection of broad base of data yielding significant information about schools in the area and giving baseline data on variables that might warrant further study as the CERA and other projects were implemented.

Shortly before the RERSC was organized, Kappa Delta Pi published the book One Hundred Good Schools, a report on the results of the Good Schools Project (GSP). Frymier, in describing the project, wrote:

> There were four basic purposes of the Good Schools Project. First, we intended to identify the good schools in America today, wherever they might be: elementary, middle or secondary level schools; public, private, or parochial schools; and urban, rural, or suburban schools. Second, we planned to study carefully those good schools to see what they were like. Third, we intended to look at the schools in depth and over time to learn how those good schools came to be; what made it possible for the people there to create the policies, practices, and programs that were recognized as superb. Finally, from what we learned about good schools, we planned to make inferences that would be useful and sound for those who want to make their own schools better. (Frymier, et.al., p. 3)

In the Good Schools Project, one hundred six schools from throughout the nation and from all levels were identified by the project committee as "good schools." Principals, teachers, and students were surveyed; and selected school personnel, students, and parents were interviewed. Data were gathered and analyzed with respect to eleven conceptual dimensions: demographics, curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilties, decision making, history, and achievement scores.

Because the Good Schools data were current, included a broad base of information, and were based on a national sample, they appeared to be logical comparison data for baseline information on rural schools in Tennessee Tech's service area. Permission was secured form Kappa Delta Pi to use the instruments of the study; and, during the past three school years, data were gathered in thirty-six schools located in fourteen rural counties in Middle Tennessee. This paper reports the results from comparison of the responses of 660 teachers and 3420 students in those schools by school level on the Good Schools Survey instruments. Twenty-three elementary schools (365 teachers; 1671 students), four middle schools (100 teachers; 317 students), and nine secondary schools (195 teachers; 1432 students) were included in the sample.

LIMITATIONS

The data gathered in this study represent the perceptions of teachers and students with respect to the schools in which the data were collected. Because the number of subjects included in

this study is quite large, only probabilities of less than .001 are treated as significant.

PRESENTATION AND ANALYSIS OF DATA

Classroom Practices

Data related to classroom practices are presented in Table 1 and Table 1-S. Inspection of the items relating to classroom practice reveal that teachers of the middle and high school grades perceived themselves as encouraging students to disagree with them more than do those teaching the elementary grades. Elementary teachers tended to utilize standardized test results and to seek alternatives such as individualizing learning more often than the teachers of the middle and high school grades. Students of the high school grades viewed their teachers as less likely to encourage student questioning regarding content with emphasis on different points of view than did the students of the elementary grades. Students from the high school age also viewed themselves as having less choice in selection of classroom content and in choosing a variety of uses of class time than do those in the elementary grades. High school students were more likely to view class assignments less positively and to see a climate where little individualization occurs than did those from either the elementary or middle grades.

Curriculum Perspectives

Data related to curriculum perspectives are presented in Table 2 and Table 2-S. Elementary teachers responded more positively toward integrating content across subject matter boundaries than did those teachers from the middle and high

school grades. Teachers for the elementary and middle grades also showed considerably greater expectations that children will learn than teachers from the high school grades. Teachers who work with the younger students saw a greater responsibility for the social development of students than did the high school teachers. Teachers from the elementary grades perceived greater pressure on them relating to student scores on achievement tests than did either middle or high school teachers. Students at the high school level had greater expectations regarding graduating from high school and attending college and lower expectation of how much they will to learn than did those students from the elementary and middle grades. Students from the high school grades were less subject oriented and more personal oriented than were those from the elementary and middle grades. High school students also viewed their teachers' beliefs in their ability to learn and their teachers' expectations of them as less positive than did younger students. High school students viewed their opportunities to participate in decisions less favorably than did the younger students.

Decision Making

Data related to decision making are presented in Table 3 and Table 3-S. Inspection of the results reveal that teachers in the elementary and middle grades viewed their school personnel as more open to alternative solutions and as more inclined to involve the teachers in decisions relating to special learning problems than do the high school teachers. Teachers in the elementary grades indicated much less involvement in the decisions relating to selecting textbooks than teachers of the

middle and upper grades.Students in the elementary and middle grades viewed their opportunities for participating in decisions relating to changes in school policies and programs more favorably than high school students.

Discipline and Safety

Data related to discipline and safety are reported in Table 4 and Table 4-S. Teachers of high school students indicated more involvement of their students in stealing than did teachers of the younger students. Teachers of the elementary grades viewed more positively the degree to which their students are taught to behave properly than did teachers from the two older groups. High school teachers viewed the degree to which school rules are reasonable less favorably than did teachers of the younger students. More violations related to smoking, drugs and alcohol were also indicated by teachers of high school age students. High school students indicated less satisfaction with the rules and regulations related to them and noted less involvement in the decision making process related to classroom rules than did students in the younger age groups. Younger students reacted more favorably to rule enforcement as well as indicating a greater willingness to obey school rules. They perceived themselves as being taught how to behave properly more so than did their high school counterparts. Students of all age groups were split on the question relating to whether teachers emphasized being quiet versus learning, with high school age students reacting less on the extremes of the scale than the other groups although approximately one-third of the students in

each category indicated that emphasis on being quiet was often or always more important than learning. Students from the middle and high school grades indicated violations occurred relating to smoking, drugs, and alcohol more often than did elementary school students.

Support Services and Facilities

Data related to support services and facilities are presented in Table 5. Teachers from schools housing the middle grades viewed the degree to which their building was kept clean more positively than did the other two groups with only five percent indicating dissatisfaction while from 20-25 percent of the teachers from the elementary and high schools ranked this item negatively. Teachers of the high school grades viewed inservice more negatively than did the other two groups although approximately one-third or more of each of the groups rated this item negatively. Students were not surveyed with respect to these areas.

Commitment

Data related to commitment are presented in Table 6 and Table 6-S. Teachers from the elementary grades indicated that their students have much more school spirit than did either of the teacher groups for the older students, but they also indicated that their students were less involved in club activity than were their older counterparts. Teachers in the elementary and middle grades indicated they were more receptive to program improvement than were the high school teachers. The teachers of the two younger groups of students also indicated that they tried new ideas more often and that their principals shared new ideas

with them more frequently than did the high school teachers. Teachers of the elementary and middle grades indicated a more intense responsibility for student learning than did the high school teachers. As expected, teachers for the younger grades indicated significantly more parent involvement than did those from the middle and high school grades. Teachers of high school age students indicated they spent more time beyond the school day with students than did those teachers with the younger groups. Teachers of high school students missed more days for professinal reasons, spent more time with students who have individual problems, and were less favorable toward school policies and faculty meetings than were those teachers for the younger age groups. Teachers from the middle grades more often deemed faculty meetings as worthwhile and more often planned to teach until retirement than did their counterparts.

Students from the elementary grades reflected more positive images of their teachers' enjoyment and willingness to work hard for them and the school than did those teachers at the high school level. Students at the high school level also indicated more frequently that their teachers spent time with students with individual problems than did students of the younger groups. High school and middle school students tended to watch the clock for the end of the school day more often than did elementary school students. Younger students viewed school work as important and school as a good place to be much more so than did those in the high school. Students from the high school age group indicated greater participation in clubs and other activities than elementary and middle grade students.

Interpersonal Relations

Data related to interpersonal relations are presented in Table 7 and Table 7-S. Teachers in the elementary grades were more likely to seek assistance from peer teachers than were teachers of middle grade students, and middle grade teachers were more likely to seek assistance from peers than teachers of high school grades. Teachers in the high school were less likely to always agree with their principal, to see their principal as less concerned with their personal welfare, and to view the "school community" and school atmosphere less favorably than did lower grade teachers. Students from the elementary schools also view student to student and teacher to student interactions more favorably than did teachers of the middle and high school grades. Students in the high school grades deemed peer relationships or friendships to be stronger than students from the younger school groups while students from the elementary school perceived their teachers as more caring about them than did those in high school. Students of the elementary and middle grades viewed teachers as more considerate of other teachers, perceived it is easier to get to know both teachers and students, were more satisfied with the way teachers and other adults treat them, respected their teachers and fellow students more, believed teachers are treating them fairly and care what they think, and saw less cultural or socioeconomic bias than did their high school counterparts.

Goal Attainment

Data related to goal attainment are presented in Table 8 and Table 8-S. As expected, teachers in the elementary and middle grades indicated that they placed more emphasis on reading skills

than did high school teachers. High school teachers indicated a much greater interest in vocational skills than either of the teacher groups for the younger students. Teachers of the elementary age students showed more positive attitudes toward student learning, self-worth, acceptance of other cultures, and self-reliance than did teachers of the high school grades. Students of the elementary and middle grades also indicated more emphasis on reading skills, reading for understanding, and reading for pleasure than students in the high school grades. Students of the elementary and middle grades also indicated more positive reflections related to writing skills, thinking and reasoning skills, and study skills than did their high school counterparts. They indicated more positive dispositions toward independence and self-reliance, respect for the rights of others, and acceptance of other cultural groups than did their high school counterparts.

CONCLUSIONS

The statistical results from this investigation reveal a thread which indicates high school teachers are generally less positive about their students, principals, inservice training opportunities, and expectations related to student learning than are teachers of the elementary and middle school grades. Teachers of the middle grades usually viewed items relating to learning expectations and learning innovations less positively than did the elementary group but more positively than did those teachers of the high school grades. Teachers of the middle grades usually viewed items relating to their principal, the school facilities,

and school environment more positively than either elementary teachers or high school teachers.

The results from the analysis of data indicate that there is a degree of bipolarity in the views of teachers in the elementary grades. Though the majority of the group usually had a positive outlook on most items relating to the operation and administration of their schools, approximately twenty percent of the group consistently viewed these items negatively. There appears to be more willingness on the part of high school teachers to offer help to students with special individual problems than is shown by either elementary or middle grade teachers. Also, as expected, high school teachers are more involved with their students in club work, music, and athletics.However, high school students indicated that there was an element of socio-economic and cultural favoritism on the part of their high school teachers.

The overall results from the study revealed a number of areas where a greater than desired amount of negative attitude existed. One of these areas was inservice training, and others related to such areas as textbook adoption practices and opportunity for input of teachers and students in the decision making process.

When one contrasts how teachers and students perceived certain items which were stated similarly on the research instruments, it can be concluded that similar results were found with some exceptions. One notable exception is that high school teachers viewed themselves as more open to alternate viewpoints on classroom subject matter than did their students.

Table 1
CLASSROOM PRACTICES

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Critical Thinking				
32. I encourage students to disagree with me.				
Always	2	2	6	22.286*
Often	45	52	59	
Seldom	48	42	33	
Never	5	4	1	
58. Students are encouraged to examine different points of view rather than to expect that there are right answers.				
Always	5	5	5	3.148
Often	72	75	71	
Seldom	23	19	24	
Never	0	1	0	
74. I encourage students to raise questions about what they are studying.				
Always	37	51	42	10.702
Often	55	42	52	
Seldom	8	6	5	
Never	0	1	0	
Homework				
10. How much time do you expect students to spend on homework each day?				
None	7	6	9	4.761
Less than 30 minutes	35	39	34	
Between 30 and 60 minutes	52	54	53	
More than 60 minutes	5	1	4	
Use of Textbooks				
106. I use the textbook as the primary source of information.				
Always	13	17	13	1.903
Often	66	66	67	
Seldom	16	13	15	
Never	5	4	4	

*p<.001

Table 1 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
53. I use standardized test results for making instructional decisions.				
Always	4	1	3	26.824*
Often	42	30	31	
Seldom	45	59	46	
Never	8	10	20	
98. The tests and examinations I give my students accurately represent the goals and objectives of this school.				
Always	25	34	21	11.705
Often	71	65	78	
Seldom	3	1	1	
Never	1	0	0	
109. I use my own teacher-made tests for making instructional decisions.				
Always	8	25	16	41.762*
Often	76	72	78	
Seldom	16	3	5	
Never	0	0	1	
Use of Classroom Time				
38. In this school, most classes are well-organized, and little time is wasted.				
Always	23	23	12	14.151
Often	72	72	78	
Seldom	5	5	10	
Never	0	0	0	
157. Most of the time in class is spent on academic activities.				
Always	23	29	15	10.665
Often	75	70	83	
Seldom	1	1	2	
Never	0	0	0	
Individualization				
96. Teachers individualize instruction.				
Always	8	2	3	78.461*
Often	76	66	47	
Seldom	16	32	49	
Never	0	0	1	

*p<.001

Table 1 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Student Choice Options				
93. I let students select the curriculum materials they use.				
Always	0	0	1	7.202
Often	15	18	18	
Seldom	67	66	70	
Never	18	16	12	
104. I let students select learning activities.				
Always	0	1	1	17.932
Often	54	48	36	
Seldom	44	48	60	
Never	2	3	3	
121. I give my students the option to do projects such as pictures or models rather than written assignments.				
Always	6	14	4	25.875*
Often	48	34	40	
Seldom	44	43	50	
Never	2	9	6	
Availability of Materials, Supplies				
97. The curriculum materials available are appropriate for the students in my classes.				
Always	18	14	14	3.081
Often	76	81	78	
Seldom	6	5	8	
Never	0	0	0	
133. Audio-visual materials and equipment are available when needed.				
Always	30	26	28	4.525
Often	62	71	64	
Seldom	7	3	8	
Never	1	0	0	
151. School supplies are readily available for classroom use.				
Always	24	16	13	19.505
Often	60	75	65	
Seldom	13	9	19	
Never	3	0	3	

*p<.001

Table 1 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Cooperation and Learning				
148. Students tutor or assist other students in my classes.				
Always	5	6	3	12.021
Often	71	56	69	
Seldom	21	33	26	
Never	3	5	2	
61. I encourage students to work together on topics they are studying.				
Always	7	4	13	17.154
Often	76	70	73	
Seldom	17	25	14	
Never	0	1	0	

*p<.001

Table 1-S
CLASSROOM PRACTICES

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Critical Thinking				
16. Teachers ask us to explain how we got an answer.				
Always	21	20	11	79.878*
Often	59	65	61	
Seldom	18	12	25	
Never	2	3	3	
28. Teachers encourage us to question what's in the book.				
Always	36	38	21	144.772*
Often	38	33	36	
Seldom	17	21	32	
Never	9	8	11	
41. Teachers encourage us to raise questions about what we are studying.				
Always	43	39	39	36.689*
Often	39	46	43	
Seldom	12	13	15	
Never	6	2	3	
74. Teachers encourage us to examine different points of view rather than just find the right answers.				
Always	25	18	11	121.123*
Often	45	49	49	
Seldom	23	26	34	
Never	7	7	6	
80. We are free to question or disagree with our teachers.				
Always	32	30	27	36.990*
Often	33	31	40	
Seldom	21	23	23	
Never	14	16	10	
90. We are encouraged to express our opinions in class.				
Always	34	28	21	82.289*
Often	41	43	47	
Seldom	17	21	26	
Never	8	8	6	
96. We spend a lot of time memorizing things.				
Always	13	10	8	42.378*
Often	34	35	40	
Seldom	43	49	44	
Never	10	6	8	

*p<.001

Table 1-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Student Choice Options				
32. We have a choice about the time we spend working on assignments.				
Always	14	10	4	159.686*
Often	22	24	17	
Seldom	27	30	44	
Never	37	36	35	
49. Teachers let us select the materials we use in class.				
Always	8	6	2	139.965*
Often	26	21	15	
Seldom	34	41	50	
Never	32	32	33	
52. We have a chance to decide what to study.				
Always	8	5	6	75.965*
Often	18	16	16	
Seldom	33	42	48	
Never	41	37	30	
72. We are encouraged to study topics that interest us.				
Always	26	19	17	57.798*
Often	43	44	43	
Seldom	22	27	32	
Never	9	10	8	
76. Teachers let us do projects such as pictures or models rather than written assignments.				
Always	6	6	2	62.186*
Often	22	30	21	
Seldom	46	40	52	
Never	26	24	25	
Availability of Materials, Supplies				
67. We use different kinds of materials in class, such as newspapers and photographs.				
Always	13	7	3	157.703*
Often	34	25	26	
Seldom	39	44	53	
Never	14	24	18	

*p<.001

Table 1-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Use of Classroom Time				
9. How do you spend most of your time during the school day?				
A.Listening to the teacher talk with the whole group	67	77	82	145.718*
B.Working by myself on workbooks or reading	17	7	7	
C.Working with other students on special projects.	7	7	8	
D.Taking tests to see how much I have learned	9	9	3	
31. What we do in class is well organized and little time is wasted.				
Always	28	17	16	86.429*
Often	45	52	57	
Seldom	19	23	22	
Never	8	8	5	
77. Students fool around a lot in class.				
Always	19	20	14	82.299*
Often	35	40	45	
Seldom	37	34	38	
Never	9	6	3	
81. I have enough time in class to finish my assignments.				
Always	23	11	6	240.010*
Often	52	53	51	
Seldom	19	28	35	
Never	6	8	8	
Homework				
5. How much time do you spend on homework each day?				
A.None	4	6	10	104.912*
B.Less than 30 minutes	21	23	31	
C.Between 30 and 60 minutes	53	46	46	
D.More than 60 minutes	22	25	13	

*p<.001

Table 1-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Individualization				
24. Everybody works on the same things in class.				
Always	26	31	31	116.667*
Often	48	45	57	
Seldom	19	13	9	
Never	7	11	3	
Instructional Practices				
34. Most of our class assignments are interesting.				
Always	16	10	3	233.945*
Often	44	48	38	
Seldom	26	29	46	
Never	14	13	13	
48. Teachers try to explain things in terms of other things we already know.				
Always	33	25	15	160.376*
Often	45	55	64	
Seldom	17	16	18	
Never	5	4	3	
57. Class assignments are too hard for me.				
Always	4	7	3	121.854*
Often	15	21	14	
Seldom	52	49	68	
Never	29	23	15	
91. Most of our classwork is busy work--a waste of time.				
Always	9	10	5	310.283*
Often	18	20	28	
Seldom	37	43	56	
Never	36	27	11	
Use of Textbooks				
47. Most of the work in my classes comes from the textbook.				
Always	26	25	21	18.210
Often	61	62	68	
Seldom	10	10	9	
Never	3	3	2	

*p<.001

Table 1-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Evaluation				
4. What grades do you usually get in school?				
A.A	31	23	19	116.235*
B.B	40	45	49	
C.C	21	25	29	
D.D or F.	8	7	3	
82. We get the grades we deserve, whether or not the teacher likes us.				
Always	65	58	32	411.175*
Often	21	28	50	
Seldom	9	6	14	
Never	5	8	4	
Cooperation and Learning				
44. Teachers encourage us to work together on what we're studying.				
Always	21	16	6	192.876*
Often	34	32	31	
Seldom	33	37	50	
Never	12	15	13	
79. There is a lot of cooperative effort among students.				
Always	24	15	11	110.000*
Often	51	56	59	
Seldom	20	24	27	
Never	5	5	3	

*p<.001

Table 2
CURRICULUM PERSPECTIVES

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Conceptions of Knowledge and Learning				
142. What is considered to be true or important changes as conditions change.				
Always	9	8	8	0.724
Often	72	73	71	
Seldom	17	17	18	
Never	2	2	3	
112. Open-ended questions are confusing to students.				
Always	3	4	3	12.162
Often	65	62	77	
Seldom	31	33	20	
Never	1	1	0	
34. It is more important that students learn what is right than to think for themselves.				
Always	5	4	6	5.063
Often	41	47	35	
Seldom	41	39	47	
Never	13	10	12	
44. It is important for students to learn what is in the textbook.				
Always	16	8	18	8.369
Often	83	90	79	
Seldom	1	2	3	
Never	0	0	0	
153. Information is learned primarily so it can be applied to real-life situations.				
Always	12	19	11	23.769*
Often	83	77	74	
Seldom	5	4	15	
Never	0	0	0	
66. Students learn best when new content and skills are related to their previous experiences.				
Always	63	58	48	12.512
Often	36	41	51	
Seldom	1	1	1	
Never	0	0	0	

*p<.001

Table 2 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
90. Students learn best when they begin with discrete skills and information rather than broad ideas.				
Always	14	15	10	3.572
Often	66	64	66	
Seldom	19	20	23	
Never	1	1	1	
156. Content is integrated across subject boundaries to promote learning.				
Always	12	12	3	81.297*
Often	80	61	60	
Seldom	8	27	33	
Never	0	0	4	
101. Students learn best when they have some choice in the selection of materials and activities.				
Always	10	10	13	2.552
Often	75	72	69	
Seldom	15	18	18	
Never	0	0	0	
125. Students learn best when a wide variety of activities are provided.				
Always	51	35	35	17.008
Often	47	64	62	
Seldom	2	1	3	
Never	0	0	0	
139. Given the opportunity, students will choose activities that are educationally worthwhile.				
Always	0	1	1	6.499
Often	72	67	65	
Seldom	27	31	34	
Never	1	1	0	
Expectations				
52. All students are capable of higher-level learning.				
Always	7	9	13	15.478
Often	67	71	54	
Seldom	23	16	26	
Never	3	4	7	

*p<.001

Table 2 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
102. Teachers in this school expect students to learn.				
Always	73	72	48	40.113*
Often	26	28	51	
Seldom	1	0	1	
Never	0	0	0	
80. If teachers expect students to learn, students will learn.				
Always	20	15	15	15.093
Often	77	77	76	
Seldom	3	7	7	
Never	0	1	2	
How important is it for this school to help students acquire each of the following:				
21. Reading skills				
Always	97	92	88	25.491*
Often	2	7	12	
Seldom	0	1	0	
Never	1	0	0	
22. Factual knowledge and concepts in the subject area				
Always	65	56	50	14.096
Often	33	41	49	
Seldom	2	3	1	
Never	0	0	0	
23. Positive attitudes toward learning				
Always	92	81	77	26.822*
Often	8	18	22	
Seldom	0	1	1	
Never	0	0	0	
24. Friendliness and respect toward people of different races and religions				
Always	72	66	69	4.625
Often	27	33	28	
Seldom	1	1	3	
Never	0	0	0	
25. A sense of self-worth				
Always	88	81	83	9.579
Often	11	17	17	
Seldom	1	2	0	
Never	0	0	0	

*p<.001

Table 2 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
26. Critical thinking and reasoning skills				
Always	72	62	68	4.027
Often	27	36	30	
Seldom	1	2	2	
Never	0	0	0	
27. Independence and self-reliance				
Always	73	60	67	7.901
Often	25	38	32	
Seldom	2	2	1	
Never	0	0	0	
28. Skills in evaluating information and arguments				
Always	41	36	44	4.903
Often	52	54	51	
Seldom	7	10	5	
Never	0	0	0	
29. Effective expression of opinions				
Always	39	34	45	7.141
Often	53	58	52	
Seldom	8	8	3	
Never	0	0	0	
30. Vocational skills				
Always	24	26	35	12.984
Often	55	50	51	
Seldom	18	23	13	
Never	3	1	1	
83. Teachers feel responsible for the social development of students				
Always	13	7	4	47.693*
Often	74	79	62	
Seldom	13	14	33	
Never	0	0	1	
67. Academic learning is a top priority at this school				
Always	44	43	26	26.093*
Often	53	51	65	
Seldom	3	6	8	
Never	0	0	1	
138. There is pressure on teachers for students to get high scores on achievement tests.				
Always	24	13	14	23.946*
Often	48	42	41	
Seldom	26	42	42	
Never	2	3	4	

*p<.001

Table 2 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
77. In this school, there is a lot of pressure on students to get good grades				
Always	7	7	4	5.466
Often	64	61	61	
Seldom	28	32	34	
Never	1	0	1	
35. Teachers pressure students to get good grades				
Always	6	3	3	10.176
Often	71	73	69	
Seldom	20	23	28	
Never	3	1	0	
127. Achievement is more important than effort for getting good grades in this school				
Always	6	4	9	10.615
Often	61	68	66	
Seldom	30	28	22	
Never	3	0	3	

*p<.001

Table 2-S
CURRICULUM PERSPECTIVES

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Self-Expectations				
1. Do you expect to graduate high school?				
A.Definitely yes	70	72	90	204.662*
B.Probably	19	21	7	
C.I'm not sure	9	5	2	
D.No	2	2	1	
2.After high school, do you expect to go to college?				
A.Definitely yes	29	32	36	37.500*
B.Probably	26	26	22	
C.I'm not sure	29	25	22	
D.No	16	17	20	
6. How much do you expect to learn in school this year?				
A.A lot	75	64	47	262.360*
B.Some	21	28	46	
C.Not very much	2	5	5	
D.Very little	2	3	2	
7. What is your favorite subject in school?				
A.Language Arts/Reading/ English	24	22	24	38.039*
B.Mathematics	36	37	34	
C.Science	17	16	24	
D.Social Studies/History/ Geography	23	25	18	
8. If you could choose one important goal for yourself, which of the following would be the most important one for you?				
A.To get along well with other people.	18	14	18	136.402*
B.To learn a lot about the subjects in school.	21	19	8	
C.To become a better person.	23	29	35	
D.To get a good job	38	38	39	
Expectations for Me, Personally				
23. Teachers believe I can learn.				
Always	83	73	60	232.017*
Often	13	18	34	
Seldom	3	5	4	
Never	1	4	2	

*p<.001

Table 2-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
75. Teachers expect me to learn.				
Always	74	73	58	118.645*
Often	19	21	35	
Seldom	4	4	5	
Never	3	2	2	
Achievement Pressure				
11. Teachers count how hard we try as part of our grade.				
Always	33	20	13	219.174*
Often	40	40	45	
Seldom	19	24	34	
Never	8	16	8	
37. Students who try hard in this school succeed.				
Always	50	39	36	86.454*
Often	42	51	58	
Seldom	6	7	5	
Never	2	3	1	
71. Teachers put a lot of pressure on us to learn.				
Always	26	16	12	152.767*
Often	35	42	48	
Seldom	29	32	35	
Never	10	10	5	
94. Nobody cares how hard you try in this school.				
Always	15	12	5	378.645*
Often	14	16	22	
Seldom	24	32	51	
Never	47	40	22	

*p<.001

Table 3
DECISION MAKING

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Response to Problems				
115. Schoolwide problems are identified and acted upon cooperatively by administrators, teachers, and other staff members.				
Always	30	26	17	17.132
Often	52	65	66	
Seldom	16	7	14	
Never	2	2	3	
136. People in this school do a good job of examining alternative solutions to problems before deciding what to do.				
Always	21	22	7	24.122*
Often	71	74	82	
Seldom	8	4	10	
Never	0	0	1	
88. When a problem arises in this school, there are established procedures for working on it.				
Always	23	27	23	14.520
Often	56	66	62	
Seldom	17	6	14	
Never	4	1	1	
49. Our efforts to solve schoolwide problems are successful.				
Always	9	10	3	14.703
Often	76	84	81	
Seldom	14	6	16	
Never	1	0	0	
Administrators' Decision Making				
50. Once decisions are made, the principal sees that they are carried out.				
Always	37	52	30	18.780
Often	52	45	57	
Seldom	9	2	12	
Never	2	1	1	

*p<.001

Table 3 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
56. Administrators seek out teachers' suggestions for improving the school.				
Always	10	10	7	20.751
Often	48	69	56	
Seldom	33	19	33	
Never	9	2	4	
76. The principal makes the important decisions in this school.				
Always	32	34	21	14.968
Often	57	62	69	
Seldom	10	4	10	
Never	1	0	0	
81. The principal accepts staff decisions even if he or she does not agree with them.				
Always	7	14	6	9.595
Often	57	59	63	
Seldom	32	24	26	
Never	4	3	5	
114. The principal trusts teachers to use their professional judgement on instructional matters.				
Always	53	45	45	10.325
Often	43	55	52	
Seldom	4	0	3	
Never	0	0	0	
120. The principal encourages teachers with leadership abilities to move into leadership roles.				
Always	21	26	14	13.307
Often	52	58	59	
Seldom	23	16	24	
Never	4	0	3	
Parents and Community				
86. In this school, parents and community organization work with school personnel to identify and resolve schoolwide problems.				
Always	3	0	2	21.583*
Often	46	33	31	
Seldom	46	56	59	
Never	5	11	8	

*p<.001

Table 3 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
140. Parents are important members of school committees and advisory groups.				
Always	15	12	7	20.546
Often	45	30	39	
Seldom	35	49	45	
Never	5	9	9	
General				
117. The staff evaluates its programs and activities to change them for the better.				
Always	23	16	13	17.837
Often	57	74	69	
Seldom	17	10	16	
Never	3	0	2	
128. Overall, I have control over how I carry out my own job.				
Always	33	40	36	3.581
Often	64	58	62	
Seldom	2	2	2	
Never	1	0	0	
154. It is difficult for teachers to influence administrative decisions regarding school policy.				
Always	9	6	7	4.062
Often	44	42	45	
Seldom	44	47	46	
Never	3	5	2	
100. Teachers' unions or associaitions should bargain about curriculum and teaching materials.				
Always	12	13	12	6.782
Often	47	36	46	
Seldom	31	40	28	
Never	10	11	14	
Actual and Desired Involvement in Selected Areas				
181. Do participate in hiring new teachers in this school.				
Always	1	0	2	8.635
Often	1	1	1	
Seldom	3	8	7	
Never	95	91	90	

*p<.001

Table 3 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
191. Should participate in hiring new teachers in this school.				
Always	3	0	3	11.904
Often	10	6	12	
Seldom	38	31	41	
Never	49	63	44	
182. Do participate in selecting textbooks.				
Always	3	14	23	62.605*
Often	46	45	44	
Seldom	36	26	22	
Never	15	15	11	
192. Should participate in selecting textbooks.				
Always	27	38	41	14.266
Often	63	53	48	
Seldom	8	7	9	
Never	2	2	2	
183. Do participate in resolving learning problems of individual students.				
Always	15	9	9	24.949*
Often	67	66	56	
Seldom	16	23	33	
Never	2	2	2	
193. Should participate in resolving learning problems of individual students.				
Always	41	31	23	27.758*
Often	55	57	68	
Seldom	4	12	9	
Never	0	0	0	
184. Do participate in determining appropriate instructional methods and techniques.				
Always	16	15	17	12.031
Often	66	60	55	
Seldom	16	18	23	
Never	2	7	5	
194. Should participate in determining appropriate instructional methods and techniques.				
Always	40	33	30	15.579
Often	57	60	61	
Seldom	3	7	8	
Never	0	0	1	

*p<.001

Table 3 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
185. Do participate in establishing classroom disciplinary policies.				
Always	31	29	27	19.262
Often	53	52	43	
Seldom	12	18	22	
Never	4	1	8	
195. Should participate in establishing classroom disiplinary policies.				
Always	54	46	44	7.270
Often	42	51	49	
Seldom	3	3	5	
Never	1	0	2	
186. Do participate in establishing general instructional policies.				
Always	11	3	12	10.397
Often	48	50	41	
Seldom	33	40	37	
Never	8	7	10	
196. Should participate in establishing general instructional policies.				
Always	33	26	22	12.670
Often	58	65	62	
Seldom	8	9	14	
Never	1	0	2	
187. Do participate in determining faculty assignments in the school.				
Always	2	0	1	16.460
Often	7	5	14	
Seldom	28	20	25	
Never	63	75	60	
197. Should participate in determining faculty assignments in the school.				
Always	8	3	5	14.299
Often	23	13	27	
Seldom	41	45	39	
Never	28	39	29	
188. Do participate in evaluating the performance of teachers.				
Always	2	0	0	4.161
Often	3	5	6	
Seldom	20	20	20	
Never	75	75	74	

*p<.001

Table 3 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
198. Should participate in evaluating the performance of teachers.				
Always	4	0	1	8.874
Often	12	12	15	
Seldom	49	56	55	
Never	35	32	29	
189. Do participate in selecting adminstrative personnel to be assigned to the school.				
Always	0	1	0	5.737
Often	2	2	2	
Seldom	8	5	4	
Never	90	92	94	
199. Should participate in selecting administrative personnal to be assigned to the school.				
Always	6	3	4	14.244
Often	22	10	18	
Seldom	39	40	38	
Never	33	47	30	
190. Do participate in evaluating your own job performance.				
Always	17	19	13	11.209
Often	38	44	49	
Seldom	32	20	26	
Never	13	17	12	
200. Should participate in evaluating your own job performance.				
Always	51	55	53	3.268
Often	43	40	39	
Seldom	5	3	6	
Never	1	2	2	
Students				
116. In this school, students have a chance to change things they don't like.				
Always	0	2	1	17.001
Often	27	35	37	
Seldom	67	60	59	
Never	6	3	3	

*p<.001

Table 3 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
143. Students participate in the development of school policies, procedures, and programs.				
Always	1	2	3	19.727
Often	28	31	42	
Seldom	61	62	48	
Never	10	5	7	

*p<.001

Table 3-S
DECISION MAKING

Survey Item	EL STU	MID STU	SEC STU	Chi Square
17. We have a chance to change things we don't like.				
Always	10	8	3	138.961*
Often	27	22	19	
Seldom	35	40	52	
Never	28	30	27	
21. Students in this school participate in developing school policies and programs.				
Always	13	10	9	70.155*
Often	37	43	41	
Seldom	28	33	37	
Never	22	14	13	
97. Teachers listen to our suggestions for program changes.				
Always	20	11	6	173.576*
Often	36	38	34	
Seldom	29	35	45	
Never	15	16	15	

*p<.001

Table 4
DISCIPLINE AND SAFETY

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Rule Enforcement				
9. On the average, how often do you report a student to the office for disciplinary action?				
Once a day	0	0	1	7.401
Once a week	5	1	5	
Once a month	11	16	15	
Rarely or never	84	83	80	
42. Rules for students are fairly enforced.				
Always	36	38	20	20.669
Often	54	57	67	
Seldom	9	5	12	
Never	1	0	1	
87. Student misbehavior is dealt with firmly and swiftly.				
Always	30	30	17	17.297
Often	59	65	69	
Seldom	9	5	12	
Never	2	0	2	
Compliance				
47. Students attend class regularly and are punctual.				
Always	24	20	10	16.792
Often	73	78	86	
Seldom	3	2	4	
Never	0	0	0	
149. Students obey school rules and regulations.				
Always	6	4	1	16.357
Often	91	95	92	
Seldom	3	1	7	
Never	0	0	0	
Safety/Security				
36. The building and the school grounds are safe.				
Always	31	26	48	21.366
Often	60	65	43	
Seldom	7	8	7	
Never	2	1	2	

*p<.001

Table 4 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
60. Students damage or steal other students' property.				
Always	1	0	3	26.527*
Often	14	19	28	
Seldom	80	81	67	
Never	5	0	2	
73. Students damage or steal school property.				
Always	1	0	3	57.881*
Often	11	17	30	
Seldom	78	82	67	
Never	10	1	0	
94. Students fight with each other.				
Always	1	1	2	3.083
Often	14	19	16	
Seldom	82	79	80	
Never	3	1	2	
155. Students physically assault teachers.				
Always	1	0	1	19.933
Often	2	4	3	
Seldom	24	35	40	
Never	73	61	56	
Student Behavior				
107. Students are taught how to behave properly so they can benefit from academic activities.				
Always	40	25	21	39.906*
Often	57	70	66	
Seldom	3	5	13	
Never	0	0	0	
School Rules				
131. School rules for students are reasonable.				
Always	60	68	39	32.729*
Often	38	32	59	
Seldom	2	0	2	
Never	0	0	0	

*p<.001

Table 4 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Drugs/Alcohol/Smoking				
39. Students violate school rules on smoking.				
Always	1	7	6	284.725*
Often	3	21	50	
Seldom	39	56	43	
Never	57	16	1	
62. Students in this school drink alcohol.				
Always	0	0	4	376.567*
Often	2	10	46	
Seldom	23	69	47	
Never	75	21	3	
113. Students in this school use drugs.				
Always	0	2	2	288.764*
Often	2	8	34	
Seldom	38	79	62	
Never	60	11	2	

*p<.001

Table 4-S
DISCIPLINE AND SAFETY

Survey Item	EL STU	MID STU	SEC STU	Chi Square
School Rules				
18. Rules for students are reasonable.				
Always	46	36	17	342.244*
Often	30	38	54	
Seldom	14	14	21	
Never	10	12	8	
64. We have a say in making classroom rules.				
Always	15	10	2	305.197*
Often	22	13	10	
Seldom	27	26	39	
Never	36	51	49	
Rule Enforcement				
46. Students know the consequences for breaking rules.				
Always	69	69	55	107.646*
Often	20	23	34	
Seldom	7	4	9	
Never	4	4	2	
54. Student misbehavior is dealt with firmly and swiftly.				
Always	41	46	31	88.909*
Often	35	35	48	
Seldom	16	14	17	
Never	8	5	4	
Student Behavior				
53. In this school, we are taught how to behave properly.				
Always	58	48	23	398.802*
Often	27	35	46	
Seldom	11	12	25	
Never	4	5	6	
70. Teachers are more concerned that we keep quiet than that we learn.				
Always	15	18	10	321.885*
Often	16	18	28	
Seldom	25	28	44	
Never	44	36	18	

*p<.001

Table 4-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Compliance				
12. Students are expected to attend class regularly and to be on time.				
Always	83	89	92	71.946*
Often	13	9	6	
Seldom	3	2	1	
Never	1	0	1	
30. Students obey school rules and regulations.				
Always	18	10	3	184.183*
Often	53	55	62	
Seldom	22	28	30	
Never	7	7	5	
88. Students obey the school rules.				
Always	18	9	4	174.862*
Often	54	56	62	
Seldom	20	26	28	
Never	8	10	6	
Safety/Security				
38. I feel safe at this school.				
Always	56	41	43	89.664*
Often	27	39	40	
Seldom	9	11	11	
Never	8	9	6	
58. Students physically assault teachers.				
Always	5	6	3	60.865*
Often	7	9	3	
Seldom	17	23	22	
Never	71	62	72	
69. Students fight with each other.				
Always	15	17	9	93.989*
Often	33	39	38	
Seldom	45	40	51	
Never	7	4	2	

*p<.001

Table 4-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
98. Students damage or steal school property.				
Always	6	5	6	279.516*
Often	15	21	25	
Seldom	43	51	59	
Never	36	23	10	
Drugs/Alcohol/Smoking				
35. Students violate school rules on smoking.				
Always	14	29	23	771.522*
Often	10	32	37	
Seldom	26	17	32	
Never	50	22	8	
85. Students at this school use drugs.				
Always	4	7	8	1269.617*
Often	6	14	34	
Seldom	17	42	47	
Never	73	37	11	
95. Students at this school drink alcohol.				
Always	4	8	17	1384.016*
Often	9	16	48	
Seldom	20	36	29	
Never	67	40	6	

*p<.001

Table 5
SUPPORT SERVICES AND FACILITIES

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Library Services				
37. Library services meet the needs and interests of students.				
Always	22	17	22	11.309
Often	51	66	60	
Seldom	23	16	16	
Never	4	1	2	
41. Library services meet the needs of teachers.				
Always	14	10	21	17.747
Often	57	69	60	
Seldom	23	19	17	
Never	6	2	2	
Pleasantness/Cleanliness				
134. This school building is pleasant to be in.				
Always	31	33	29	9.943
Often	59	53	56	
Seldom	9	10	14	
Never	1	4	1	
159. The school building and grounds are kept clean.				
Always	29	22	27	29.157*
Often	51	73	47	
Seldom	17	3	18	
Never	3	2	8	
Secretarial				
64. Adequate secretarial service is available.				
Always	27	34	22	15.753
Often	43	50	41	
Seldom	18	12	25	
Never	12	4	12	

*p<.001

Table 5 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	CHI SQUARE
Inservice Worthwhile				
103. Inservice programs at this school are worthwhile.				
Always	6	10	3	22.028*
Often	62	54	53	
Seldom	30	35	36	
Never	2	1	8	
Use of Building				
110. Teachers and students are allowed to put things on the walls in this building.				
Always	71	29	24	151.862*
Often	26	50	55	
Seldom	2	11	17	
Never	1	10	4	
118. Furniture and equipment can be rearranged as desired.				
Always	69	56	55	29.016*
Often	27	35	41	
Seldom	4	5	3	
Never	0	4	1	

*p<.001

Table 6
COMMITMENT

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Indices of Student Commitment				
130. Students have a lot of school spirit.				
Always	60	15	6	32.729*
Often	38	32	56	
Seldom	12	15	35	
Never	0	0	3	
33. There is a lot of student participation in academic clubs, sports, and music and drama activities.				
Always	12	14	18	25.909*
Often	50	60	60	
Seldom	30	23	21	
Never	8	3	1	
Indices of Staff Commitment: Teacher Pride and Morale				
31. Teachers are proud to work at this school.				
Always	47	47	31	18.787
Often	47	50	62	
Seldom	5	3	7	
Never	1	0	0	
43. The morale of teachers is high.				
Always	13	13	10	12.205
Often	57	72	61	
Seldom	27	14	27	
Never	3	1	2	
63. Teachers maintain high standards for themselves.				
Always	38	33	25	21.329
Often	59	62	70	
Seldom	3	3	5	
Never	0	2	0	
Indices of Staff Commitment: Teacher and Principal Openness				
40. Teachers are receptive to suggestions for program improvement.				
Always	33	34	15	24.871*
Often	60	61	73	
Seldom	6	5	12	
Never	1	0	0	

*p<.001

Table 6 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
91. Teachers try new ideas to improve their teaching.				
Always	23	17	6	38.883*
Often	74	79	82	
Seldom	3	4	12	
Never	0	0	0	
145. Staff members are flexible; they are able to consider their positions on issues and change their minds.				
Always	11	13	6	13.864
Often	72	81	75	
Seldom	17	6	19	
Never	0	0	0	
147. The principal encourages teachers to try out new ideas.				
Always	21	26	15	18.177
Often	64	67	62	
Seldom	13	7	22	
Never	2	0	1	
122. I participate in professional development activities outside of the school.				
Always	15	15	11	1.821
Often	62	61	64	
Seldom	22	22	24	
Never	1	2	1	
78. The principal shares new ideas with teachers.				
Always	30	27	12	33.527*
Often	52	67	65	
Seldom	16	6	21	
Never	2	0	2	
Indices of Staff Commitment: Staff Acceptance of Responsibility				
59. Administrators, teachers, and other staff members are working hard to improve this school.				
Always	38	47	32	14.727
Often	52	52	60	
Seldom	8	1	8	
Never	2	0	0	

*p<.001

Table 6 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
69. Rules and red tape in this school make it difficult to get things done.				
Always	2	1	2	14.831
Often	25	14	29	
Seldom	61	75	63	
Never	12	10	6	
105. Teachers are not responsible for what happens at this school; too many factors are beyond their control.				
Always	1	0	2	8.332
Often	29	24	36	
Seldom	61	65	52	
Never	9	11	10	
158. People in this school complain about things, but are reluctant to do anything about them.				
Always	8	1	7	13.189
Often	46	48	57	
Seldom	44	47	34	
Never	2	4	2	
92. Teachers feel responsible for student learning.				
Always	55	44	25	55.307*
Often	44	56	71	
Seldom	1	0	4	
Never	0	0	0	
119. The staff is task oriented; jobs get completed and there is little wasted time.				
Always	24	16	12	18.523
Often	69	80	79	
Seldom	7	3	9	
Never	0	1	0	

*p<.001

Table 6 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Indices of Parent Commitment				
48. Parents support school activities.				
Always	12	6	3	22.067*
Often	65	66	67	
Seldom	21	28	27	
Never	2	0	3	
55. Parents serve as teacher aides in this school.				
Always	1	1	0	163.060*
Often	22	4	3	
Seldom	49	14	21	
Never	28	81	76	
68. Parents support school rules.				
Always	7	4	5	16.740
Often	86	89	78	
Seldom	7	7	16	
Never	0	0	1	
72. Parents work in the school library.				
Always	4	0	0	62.830
Often	12	2	5	
Seldom	30	10	17	
Never	54	88	78	
85. Parents come to school to discuss their children's problems.				
Always	4	2	1	119.235*
Often	70	53	25	
Seldom	26	45	73	
Never	0	0	1	
95. Parents tutor students at this school.				
Always	1	0	0	23.959*
Often	14	6	4	
Seldom	44	36	44	
Never	41	58	52	
129. Parents encourage and support teachers' efforts.				
Always	5	4	2	28.956*
Often	75	66	58	
Seldom	19	29	37	
Never	1	1	3	

*p<.001

Table 6 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
146. Parents make sure their children do their homework.				
Always	0	2	0	97.0123*
Often	69	43	29	
Seldom	31	54	69	
Never	0	1	2	
Other Indices of Teacher Commitment				
3. On the average, the amount of time you spend per day on extra- or co-curricular duties such as music or athletics is:				
Less than 1 hr.	68	62	62	35.344*
Between 1 and 2 hrs.	29	26	22	
Between 2 and 3 hrs.	1	8	7	
More than 3 hrs.	2	4	9	
4. On the average, the amount of time you spend per day after regular school hours checking and grading papers and preparing for class is:				
Less than 1\2 hour	5	7	7	4.617
Between 1/2 hr and 1 hr.	29	36	30	
Between 1 and 2 hrs.	46	44	42	
More than 2 hrs.	20	13	21	
5. On the average, the amount of time you spend per day after regular school hours with students is:				
Less than one-half hour	80	67	62	36.794*
Between 1/2 hr. and 1 hr.	16	20	21	
Between 1 and 2 hrs.	3	7	11	
More than 2 hours	1	6	6	
6. On the average, the total amount of time you work per day on school-related activities is:				
Less than 6 hrs.	9	8	11	5.358
Between 6 and 8 hrs.	35	38	36	
Between 8 and 10 hrs.	49	43	42	
More than 10 hrs.	7	11	11	
7. The number of teaching days you missed last year for health or personal reasons was:				
None	10	16	18	14.451
1-5	62	63	58	
6-10	23	12	17	
More than 10	5	9	7	

*p<.001

Table 6 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
8. The number of teaching days you missed last year for professional reasons was:				
None	45	51	30	32.136*
1-3	53	45	62	
4-6	1	3	7	
7 or more	1	1	1	
70. Teachers put in extra time and effort to improve this school.				
Always	27	22	11	25.163*
Often	63	73	73	
Seldom	10	5	16	
Never	0	0	0	
46. I plan to teach until retirement.				
Always	47	56	52	5.861
Often	33	31	26	
Seldom	13	8	14	
Never	7	5	8	
137. Teachers support school policies and procedures.				
Always	42	40	23	25.138*
Often	56	59	73	
Seldom	2	1	4	
Never	0	0	0	
141. Our faculty meetings are worthwhile.				
Always	23	35	12	36.677*
Often	56	58	63	
Seldom	17	7	24	
Never	4	0	1	
144. Teachers spend time after school with students who have individual problems.				
Always	1	1	2	40.075*
Often	33	48	58	
Seldom	56	47	37	
Never	10	4	3	

*p<.001

Table 6-S
COMMITMENT

Student Survey	EL STU	MID STU	SEC STU	Chi Square
Indices of Staff Commitment				
25. Teachers like to work at this school.				
Always	48	39	25	221.861*
Often	37	40	57	
Seldom	9	14	14	
Never	6	7	4	
59. Teachers in this school help out with student activities.				
Always	34	31	26	57.440*
Often	45	49	57	
Seldom	15	14	14	
Never	6	6	3	
63. Teachers spend time after school with students who have individual problems.				
Always	12	6	9	209.287*
Often	23	26	39	
Seldom	32	37	38	
Never	33	31	14	
65. Teachers put a lot of time and effort into their work here.				
Always	53	44	23	316.736*
Often	35	42	57	
Seldom	9	8	17	
Never	3	6	3	
84. Teachers leave the building as soon as possible when the school day ends.				
Always	15	14	13	123.617*
Often	26	21	40	
Seldom	39	49	37	
Never	20	16	10	
99. Teachers and administrators work hard to improve this school.				
Always	52	40	22	311.148*
Often	31	39	46	
Seldom	12	15	26	
Never	5	6	6	

*p<.001

Table 6-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Indices of Student Commitment				
20. I tend to watch the clock and count the minutes until school ends.				
Always	24	31	31	288.587*
Often	20	27	35	
Seldom	30	28	29	
Never	26	14	5	
45. There is a lot of student participation in academic clubs, sports, and music and drama activities.				
Always	27	31	42	205.343*
Often	36	42	41	
Seldom	23	22	13	
Never	14	5	4	
61. The work we do in school is important to me.				
Always	50	41	25	226.366*
Often	35	38	51	
Seldom	10	13	19	
Never	5	8	5	
78. This school is a good place to be.				
Always	46	31	22	209.366*
Often	31	42	50	
Seldom	14	14	19	
Never	9	13	9	
100. Good luck is more important than hard work for success in school.				
Always	13	17	7	171.987*
Often	10	13	13	
Seldom	22	23	40	
Never	55	47	40	

*p<.001

Table 7
INTERPERSONAL RELATIONS

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Task Support				
45. There is someone in this school I can count on when I need help.				
Always	76	76	64	17.108
Often	20	22	33	
Seldom	4	1	2	
Never	0	1	1	
51. There is a great deal of cooperative effort among staff members.				
Always	32	48	25	21.704
Often	56	50	64	
Seldom	10	2	10	
Never	1	0	1	
82. Teachers' accomplishments are recognized and rewarded.				
Always	11	15	8	6.397
Often	45	52	47	
Seldom	39	28	39	
Never	5	5	6	
99. Other teachers in this school seek my assistance when they have teaching problems.				
Always	2	1	1	26.629*
Often	64	53	42	
Seldom	32	44	55	
Never	2	2	2	
124. The principal goes out of his or her way to help teachers.				
Always	37	40	25	18.608
Often	46	54	55	
Seldom	14	6	18	
Never	3	0	2	
160. Teachers help each other find ways to do a better job.				
Always	15	16	7	12.082
Often	68	73	72	
Seldom	16	11	19	
Never	1	0	2	

*p<.001

Table 7 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Personal Support				
65. Teachers at this school act as if things are more important than people.				
Always	0	1	0	12.189
Often	9	6	14	
Seldom	64	66	69	
Never	27	27	17	
71. Teachers trust the principal.				
Always	44	53	33	24.895*
Often	40	45	55	
Seldom	14	2	11	
Never	2	0	1	
75. The work of students and awards are prominently displayed.				
Always	32	27	17	37.767*
Often	61	58	61	
Seldom	6	15	19	
Never	1	0	3	
79. There is an "every person for himself" attitude in this school.				
Always	2	0	2	15.468
Often	23	12	26	
Seldom	54	59	57	
Never	22	29	15	
89. The principal is concerned about the personal welfare of teachers.				
Always	40	56	30	27.107*
Often	42	36	57	
Seldom	13	7	10	
Never	5	1	3	
152. Teachers trust each other.				
Always	20	27	15	11.700
Often	71	71	76	
Seldom	8	1	8	
Never	1	1	1	

*p<.001

Table 7 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Inclusion				
57. New teachers are made to feel welcome and part of the group.				
Always	50	58	38	13.757
Often	42	38	52	
Seldom	7	4	9	
Never	1	0	1	
84. There is a positive "sense of community" among students, teachers, and administrators.				
Always	17	12	5	26.710*
Often	63	68	61	
Seldom	18	19	32	
Never	2	1	2	
123. Teachers from one area or grade level respect those from other areas or grade levels.				
Always	30	42	25	10.055
Often	61	52	64	
Seldom	9	6	11	
Never	0	0	0	
132. When the principal acts as a spokesperson for this school, he or she accurately represents the needs and interests of the staff and students.				
Always	43	47	33	16.050
Often	46	50	60	
Seldom	9	3	6	
Never	2	0	1	
135. Teachers are responsive to the concerns of parents.				
Always	33	33	17	16.334
Often	66	65	81	
Seldom	1	2	2	
Never	0	0	0	

*p<.001

Table 7 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
Respect				
54. Students insult teachers.				
Always	1	0	0	32.352*
Often	7	8	19	
Seldom	73	82	72	
Never	19	10	9	
108. Teachers and students in this school are considerate of one another.				
Always	20	9	7	34.547*
Often	75	88	81	
Seldom	5	2	12	
Never	0	1	0	
150. Teachers care about what students think.				
Always	35	27	20	21.006*
Often	63	72	74	
Seldom	2	1	6	
Never	0	0	0	

*p<.001

Table 7-S
Interpersonal Relations

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Task Support				
19. Students in this school help one another.				
Always	27	17	15	74.791*
Often	51	60	62	
Seldom	18	18	20	
Never	4	5	3	
33. Teachers ignore students who aren't very smart.				
Always	7	7	4	425.126*
Often	9	14	18	
Seldom	17	25	46	
Never	67	54	33	
55. Teachers get angry when students give wrong answers.				
Always	7	9	3	137.175*
Often	15	16	14	
Seldom	40	43	59	
Never	38	32	24	
68. Students' accomplishments are recognized and rewarded.				
Always	24	11	14	75.108*
Often	41	48	47	
Seldom	26	32	32	
Never	9	9	7	
Personal Support				
10. There may be a lot of things you like about this school, but if you had to choose the one best thing, which of the following would it be?				
A. My friends	71	79	82	120.932*
B. The teachers	17	11	4	
C. The classes I am taking	6	6	7	
D. None of the above	6	4	7	
13. Teachers at this school act as if things are more important than people.				
Always	8	9	7	457.027*
Often	14	17	29	
Seldom	27	32	48	
Never	51	42	16	

*p<.001

Table 7-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
27. Teachers are considerate of each other.				
Always	63	57	37	252.311*
Often	27	34	53	
Seldom	7	6	8	
Never	3	3	2	
56. Students are friendly toward each other.				
Always	22	18	13	98.689*
Often	57	63	74	
Seldom	17	15	11	
Never	4	4	2	
Inclusion				
14. I know most of the other students in my grade.				
Always	80	58	56	213.644*
Often	16	34	38	
Seldom	3	6	4	
Never	1	2	2	
39. Teachers act as if they are always right.				
Always	28	36	32	189.440*
Often	32	35	46	
Seldom	25	16	20	
Never	15	13	2	
42. It is hard to get to know teachers here.				
Always	7	8	4	284.465*
Often	12	14	20	
Seldom	28	34	50	
Never	53	44	26	
51. Teachers show favoritism.				
Always	22	27	23	198.295*
Often	30	40	44	
Seldom	29	22	29	
Never	19	11	4	
86. It is hard to get to know students here.				
Always	6	7	3	195.319*
Often	16	17	21	
Seldom	36	48	54	
Never	42	28	22	

*p<.001

Table 7-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
89. In general, I am satisfied with the way teachers and other adults in this school treat me.				
Always	37	32	20	139.105*
Often	40	48	57	
Seldom	14	12	17	
Never	9	8	6	
Respect				
22. Teachers treat you better if you are wealthy or your parents are "important."				
Always	11	13	16	598.958*
Often	11	21	29	
Seldom	19	25	39	
Never	59	41	16	
26. Students respect teachers.				
Always	33	25	7	324.051*
Often	42	48	58	
Seldom	18	20	29	
Never	7	7	6	
50. Students in this school respect the rights of other students				
Always	25	16	8	170.493*
Often	46	49	53	
Seldom	22	26	32	
Never	7	9	7	
62. Teachers care about what students think				
Always	40	33	14	282.540*
Often	38	41	50	
Seldom	15	17	29	
Never	7	9	7	
73. Students in this school are treated fairly.				
Always	40	35	15	253.316*
Often	38	43	55	
Seldom	15	16	24	
Never	7	6	6	

*p<.001

Table 7-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
93. Students are considerate of each other.				
Always	22	16	7	150.976*
Often	53	57	64	
Seldom	19	24	25	
Never	6	3	4	

*p<.001

Table 8
GOAL ATTAINMENT

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
How effective this school is in helping students acquire each of the following:				
Intellectual				
11. Reading skills				
Always	12	6	2	89.543*
Often	79	76	59	
Seldom	9	18	36	
Never	0	0	3	
12. Factual knowledge and concepts in the subject area				
Always	9	9	5	5.707
Often	81	84	86	
Seldom	10	7	9	
Never	0	0	0	
16. Critical thinking and reasoning skills				
Always	3	0	0	21.530
Often	55	52	41	
Seldom	42	48	59	
Never				
18. Skills in evaluating information and arguments				
Always	2	0	1	10.563
Often	50	48	40	
Seldom	45	50	57	
Never	3	2	2	
19. Effective expression of opinions				
Always	4	1	2	13.678
Often	57	62	47	
Seldom	37	37	50	
Never	2	0	1	
Vocational				
20. Vocational skills				
Always	1	4	5	109.931*
Often	20	34	54	
Seldom	46	40	39	
Never	33	22	2	

*p<.001

Table 8 (cont)

Survey Item	EL TCH	MID TCH	SEC TCH	Chi Square
How effective this school is in helping students acquire each of the following:				
Personal				
13. Positive attitudes toward learning				
Always	8	3	3	26.179*
Often	73	72	62	
Seldom	19	24	35	
Never	0	1	0	
15. A sense of self-worth				
Always	9	6	1	26.108*
Often	76	70	70	
Seldom	15	24	29	
Never	0	0	0	
17. Independence and self-reliance				
Always	6	3	0	35.553*
Often	67	51	54	
Seldom	27	46	46	
Never	0	0	0	
Social				
14. Friendliness and respect toward people of different races and religions				
Always	13	7	6	23.376*
Often	64	70	56	
Seldom	22	23	36	
Never	1	0	2	
General				
111. All students have a chance to do well in this school.				
Always	66	59	49	17.282
Often	33	39	47	
Seldom	1	2	4	
Never	0	0	0	

*p<.001

Table 7-S
Interpersonal Relations

Survey Item	EL STU	MID STU	SEC STU	Chi Square
Task Support				
19. Students in this school help one another.				
Always	27	17	15	74.791*
Often	51	60	62	
Seldom	18	18	20	
Never	4	5	3	
33. Teachers ignore students who aren't very smart.				
Always	7	7	4	425.126*
Often	9	14	18	
Seldom	17	25	46	
Never	67	54	33	
55. Teachers get angry when students give wrong answers.				
Always	7	9	3	137.175*
Often	15	16	14	
Seldom	40	43	59	
Never	38	32	24	
68. Students' accomplishments are recognized and rewarded.				
Always	24	11	14	75.108*
Often	41	48	47	
Seldom	26	32	32	
Never	9	9	7	
Personal Support				
10. There may be a lot of things you like about this school, but if you had to choose the one best thing, which of the following would it be?				
A. My friends	71	79	82	120.932*
B. The teachers	17	11	4	
C. The classes I am taking	6	6	7	
D. None of the above	6	4	7	
13. Teachers at this school act as if things are more important than people.				
Always	8	9	7	457.027*
Often	14	17	29	
Seldom	27	32	48	
Never	51	42	16	

*p<.001

Table 7-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
27. Teachers are considerate of each other.				
Always	63	57	37	252.311*
Often	27	34	53	
Seldom	7	6	8	
Never	3	3	2	
56. Students are friendly toward each other.				
Always	22	18	13	98.689*
Often	57	63	74	
Seldom	17	15	11	
Never	4	4	2	
Inclusion				
14. I know most of the other students in my grade.				
Always	80	58	56	213.644*
Often	16	34	38	
Seldom	3	6	4	
Never	1	2	2	
39. Teachers act as if they are always right.				
Always	28	36	32	189.440*
Often	32	35	46	
Seldom	25	16	20	
Never	15	13	2	
42. It is hard to get to know teachers here.				
Always	7	8	4	284.465*
Often	12	14	20	
Seldom	28	34	50	
Never	53	44	26	
51. Teachers show favoritism.				
Always	22	27	23	198.295*
Often	30	40	44	
Seldom	29	22	29	
Never	19	11	4	
86. It is hard to get to know students here.				
Always	6	7	3	195.319*
Often	16	17	21	
Seldom	36	48	54	
Never	42	28	22	

*p<.001

Table 7-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
89. In general, I am satisfied with the way teachers and other adults in this school treat me.				
Always	37	32	20	139.105*
Often	40	48	57	
Seldom	14	12	17	
Never	9	8	6	
Respect				
22. Teachers treat you better if you are wealthy or your parents are "important."				
Always	11	13	16	598.958*
Often	11	21	29	
Seldom	19	25	39	
Never	59	41	16	
26. Students respect teachers.				
Always	33	25	7	324.051*
Often	42	48	58	
Seldom	18	20	29	
Never	7	7	6	
50. Students in this school respect the rights of other students				
Always	25	16	8	170.493*
Often	46	49	53	
Seldom	22	26	32	
Never	7	9	7	
62. Teachers care about what students think				
Always	40	33	14	282.540*
Often	38	41	50	
Seldom	15	17	29	
Never	7	9	7	
73. Students in this school are treated fairly.				
Always	40	35	15	253.316*
Often	38	43	55	
Seldom	15	16	24	
Never	7	6	6	

*p<.001

Table 7-S (cont)

Survey Item	EL STU	MID STU	SEC STU	Chi Square
93. Students are considerate of each other.				
Always	22	16	7	150.976*
Often	53	57	64	
Seldom	19	24	25	
Never	6	3	4	

*p<.001